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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel ensure that home-based guidance is provided for clients by others and/or personally provide this service. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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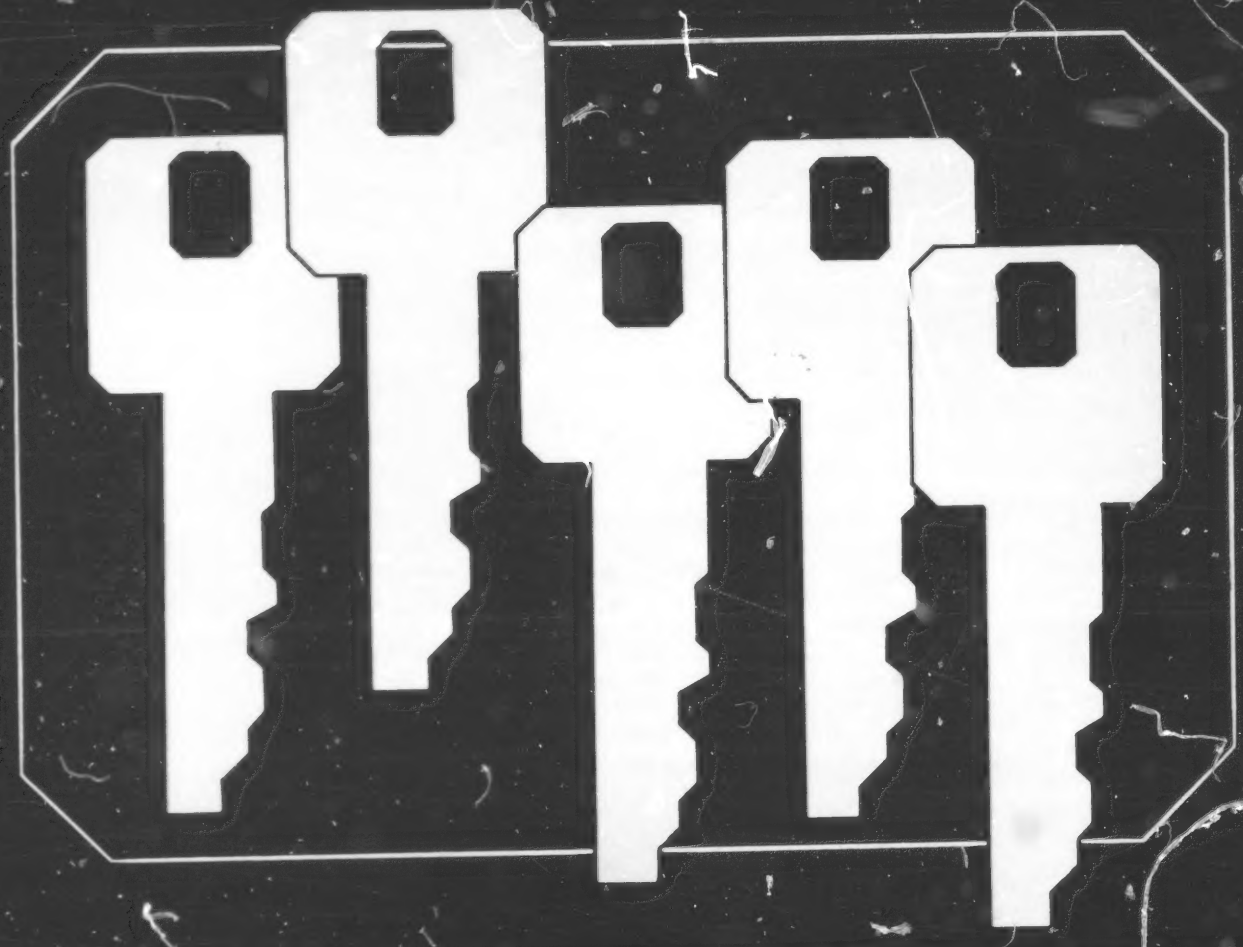
Promote Home-Based Guidance



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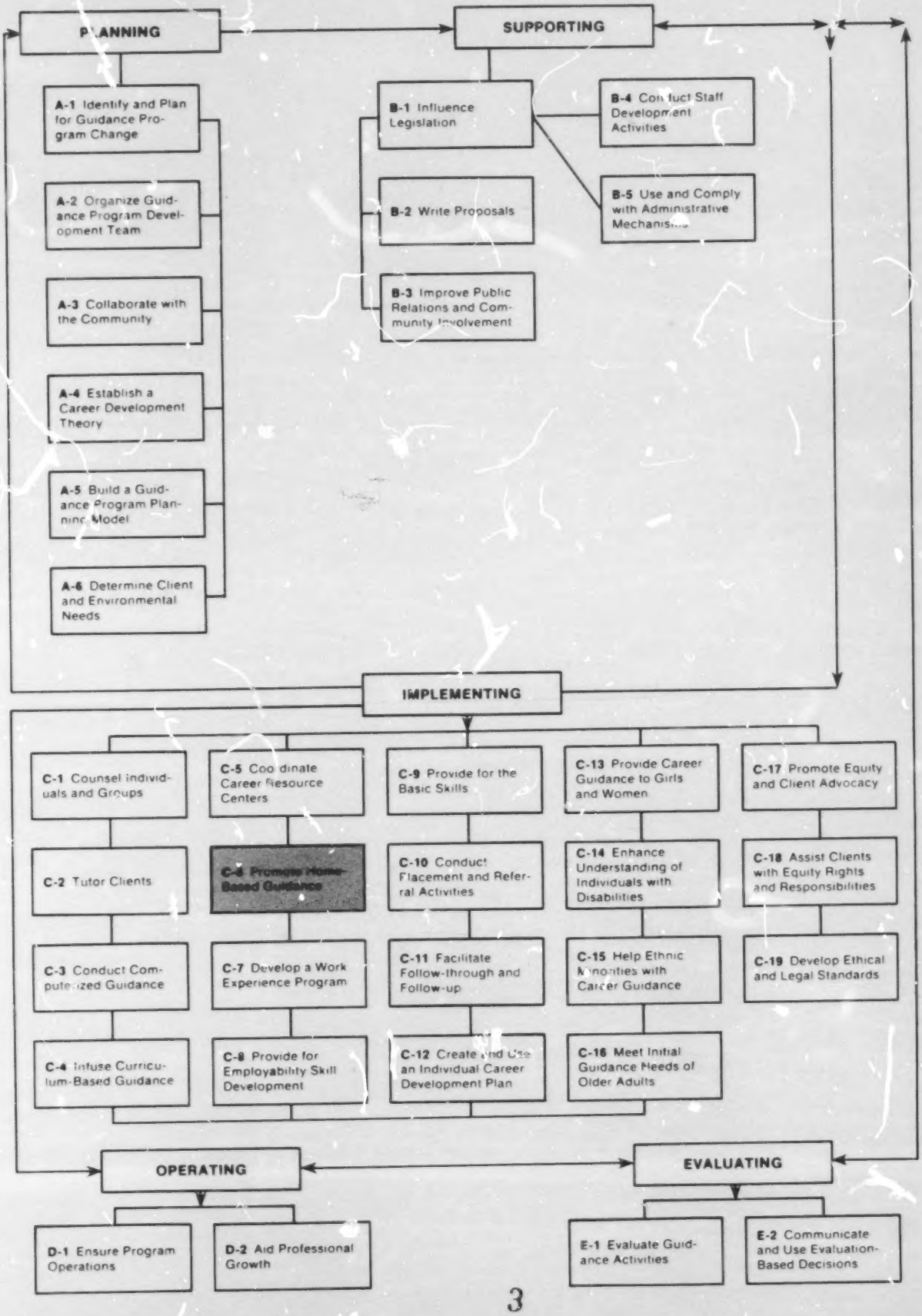
CG 017 657

COMPETENCY-BASED CAREER GUIDANCE MODULES


PLANNING
SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
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C-8 Provide for Employability Skill Development
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C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
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C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
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D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Promote Home-Based Guidance

MODULE CG C-6

Module CG C-6 of Category C — Implementing
Competency-Based Career Guidance Modules

by Karen Kimmel Boyle

The National Center for Research in Vocational Education
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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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- Installing educational programs and products.
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- Conducting leadership development and training programs.

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ABOUT THIS MODULE

PROMOTE HOME-BASED GUIDANCE

Goal

After completing this module, career guidance personnel will be better able to ensure that home-based career guidance is provided for clients by others and/or personally providing this service.

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Competency 2. Select and plan a series of career guidance activities that would be appropriate for families, such as trips to educational programs and work places, and games and contests related to careers 8

Competency 3. Identify and describe strategies for using resources available in the home and community for home-based career guidance, such as television, family photo albums, public libraries, films, and speakers 10

Competency 4. Plan and conduct a discussion with one family member on a career-related topic such as values, abilities and interests, or options for careers 11

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies) Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

It is a recognized fact that family members have a major influence on each other's social, emotional, and cognitive growth. Also, high school students have indicated that their parents' opinions greatly affect the career choice which they make. Since **family members**, particularly parents, do have such an **influence on career decisions**, it is important that they have appropriate career information and are knowledgeable of strategies that can assist others in their career development. The strategies could include organizing family trips around potential career choices of family members, having older members of a family assisting younger members in making effective decisions, playing games which help individuals identify their interests, and having family discussions that broaden members' self-awareness.

The coordinator of the career guidance program may see the need to ensure that clients are receiving **home-based career guidance**. Many of the required skills will be facilitative in nature. The coordinator will not be able to mandate that career guidance occurs in the homes of their clients, or in most cases, they will not be able to monitor the strategies being used. Instead you should provide guidelines and training of parents for home-based guidance and be available to those families who are interested in learning more about how they can positively affect the career development process.

This module focuses on the skills necessary to add a home-based career guidance component to a career guidance program. The content of the module revolves around identifying various career development activities, strategies, and resources, and using them in effective career guidance programs.

Skills presented in the planning modules will be used when implementing home-based guidance activities. In addition, many of the skills presented in the other implementation modules can be helpful when developing a home-based component.

Analyzing Own Career Development

Competency 1

Analyze own career development including crucial decision points in the past, criteria used to make career decisions, positive and negative career experiences, knowledge and skills gained, and future career options, and describe these to family member(s).

You may wonder what analyzing your own career development has to do with implementing home-based guidance. One reason why you should be able to look at your career development in retrospect is that it might provide you with **insights into** how your home and members of your **family affected your career development**. Also, by completing this analysis and presenting what you learn to a member of your family, you will become familiar, through first hand experience, with what it is like to be involved in a home-based guidance activity.

How do you analyze your career development? A framework can be placed on your analysis by picking a career development theory that you think relates to your developmental process. Review the module CG A-4 *Establish a Career Development Theory* to obtain an understanding of various career development theories. Do not be overly concerned if your career development pattern does not exactly fit a theory--very few do. You may find that more than one theory relates to you, or you may discover that the chance theory applies to you.

When analyzing your career development, think about the **major career decisions** you made and when you made them. These decisions would include deciding if you were going to continue your education after high school, on what areas of study to concentrate, where to look for a job, and whether to accept a job offer. Make a list of all of the major decision points you had in your life regarding your career. Then remember how you decided upon what you did. What criteria did you use to make each of the decisions? For example, when you were selecting areas of study, how did you decide upon the one(s) you did. Was it because of an interest?, because you were good at it?, because your friends were taking it?, because you liked the way it was taught? Record this information for each of the decisions listed.

Look at both the **negative and positive career experiences** that you have had. What have you gained from each of the identified experiences? Think about this in relation to what you learned about yourself and others and the skills that you obtained during this experience. Remember that even a bad experience can be profitable in the long run.

Now that you have analyzed your career development up to the present, project into the future. What career options are available to you in the future? What types of changes would you like to see occur in your career. If you are considering a career change, keep in mind the possible changes in lifestyle such as different working hours, being out of town a lot, and a change in wardrobe. As you think this through, you may want to jot down some notes to yourself to help you see how your future thinking compares with what you have done in the past.

Once you have analyzed your career development, you might want to **share the information with others** in your family. By doing this you will know first hand what it is like to share career development efforts with others in your family unit. This task may be helpful to you in implementing home-based guidance since you will gain some insights into how different types of family members react to career development discussions.

Selecting and Planning Career Guidance Activities

Competency 2

Select and plan a series of career guidance activities that would be appropriate for families, such as trips to educational programs and work places, and games and contents related to careers.

A major part of implementing home-based guidance is the **planning of appropriate activities**. These activities are no different than any other types of guidance activities in that they should be implemented because there is a need for them. You should consider some process (formal or informal) whereby you can gather data on which career development needs of your clients could be met through home-based guidance. One means of completing the task would be to look at already identified client needs to determine if family members could possibly help a client meet the need. Also, individual clients can discuss with you which of their needs family members can address. The module CG A-6 *Determine Client and Environmental Needs* provides suggestions for assessment.

Once you have determined that career development needs can be met through the home-based guidance approach, you have to determine which activities would be most appropriate. Numerous career activities can generate from the home and you should be able to suggest ones that are suitable to the characteristics of your clients. Some examples of home-based activities are briefly described below.

Field trips are one way of providing family members with career exploration experiences. Field trips for children can be combined with an adult's errands, such as going to the gas station or shoe repair shop. By spending a few minutes, a number of jobs can be pointed out to a child. If you go to business establishments during slow times, an employee may be willing to show the family some of the operations.

Visiting a parent's place of employment is another way for a child to learn about jobs. The child can be exposed to a number of jobs by visiting as many coworkers of the parent as is feasible. Also, the child will get a feel of how the parent has to work with others. Another field trip for a small child is the home. A child will be amazed to learn about all of the different jobs that are involved in being a homemaker and a homeowner.

Vacations are another way in which family members can gain career exploration experiences. The trip can include stops to different businesses, industries, educational institutions, and organizations in which one or more family members have an interest. The names and addresses of places in unfamiliar towns can be obtained by contacting the local chamber of commerce. Vacation visits can be beneficial to all members of the family. An adult considering a job change can visit a potential job site. A high school student can visit postsecondary institutions. Junior high school students can visit businesses that they are interested in exploring.

While traveling, families often play various **car games** to keep people occupied and in good temper. Why not play career-focused games? Some variations on common games follow. As they are traveling, family members can identify the occupations of persons they see along the way. For example, if they pass a police car, one person would announce police officer. The person with the most occupations identified wins the game.

An occupation is selected--for instance, librarian--and individuals mention tasks that a person in that occupation would do. Using the example of librarian, one person might say, "I am a librarian and I check out books." The next person would build on this statement and say, "I am a librarian and I check out books and put books on the shelves." This process will continue until someone misses and incorrectly identifies an associated task. The game can continue by choosing a different occupation and starting the process over.

Another creative game would require participants to make up advertising programs for products that relate to objects that are seen along the road. For example, the sighting of a tree can elicit the response, "Plant a tree, get your paper free."

One more variation of a party game with a career twist would be when the player thinks of occupations that start with the last letter of the occupation previously given. For example, the occupation DOCTOR could lead to RADIOLOGIST which could lead to TEACHER and so forth.

Other party games could be adapted to have a career focus and played in the car or at home. "What's My Line" could be changed to "What's My Job."

When playing these games some family members might become interested in a particular occupation and want to know more about it. This type of inquiry should be pursued and if needed others should assist the person.

Other activities that a family can conduct include developing a life line in which parents and children together identify the major events that have occurred in the family. The purpose is to help the family realize how the different events relate and how what one member of the family does affects the others. It can be more fun and effective if family photos or pictures from magazines are used to symbolize the events. This technique would be particularly useful with young children who would be able to identify more readily with the concrete photos as opposed to more abstract language.

A major concept behind career development is that an individual has to be able to make effective decisions. Family members can assist each other in learning the **decision-making process**. Children can learn this process by being allowed to participate in family decisions. When there is a decision to be made all members of the family should be brought together. All family members share their thoughts on the issue at hand. Other members present would be allowed to ask questions and clarify ideas presented. All possible decisions would be discussed and the consequences of each alternative presented. The group would then analyze the information provided and come up with a resolution to the issue.

The above was a sampler of ideas that can be adapted for use in home-based guidance as it pertains to career exploration, self-awareness, and decision making. The purpose of this section was not to provide an exhaustive list of activities, but to give you an idea of the types of activities that can occur in the home. You and the family members also have to keep in mind that parents, spouses, and siblings can be the best counselors. Module CG C-1 *Counsel Individuals and Groups* provides information on counseling techniques that would be useful to noncounselors such as family members.

Sugar and Spice Is Not the Answer, which is described in the reference section, is a parent handbook for overcoming sex stereotyping. Within the handbook there are suggested activities which parents can use with their girls and boys to help eliminate sex stereotyping in their lives so a most appropriate career choice can be made.

As previously mentioned, the selection of activities would be dependent on the needs of the clients and their family members. If the number of clients who have expressed a need for home-based guidance is relatively small, you can work with them on an individual or small group basis. The appropriate activities can be selected and planned in workable detail with the clients. The planning may consist of discussing the activities with the clients or preparing guidelines for clients to take home and use. Again the detail and manner of planning is dependent upon the selected activity and number of persons considering use of the activity.

Identifying Strategies for Resource Use

Competency 3

Identify and describe strategies for using resources available in the home and community for home-based career guidance, such as television, family photo albums, public libraries, films, and speakers.

Prior to conducting any type of activity one needs to know what resources are available. Many **community resources** can be used when implementing home-based guidance. For instance, the library and the zoo both can serve as excellent locations for some family activities. Also, clients can provide information on items that they have within their homes which could be used as resources for career guidance activities. The clients can be questioned informally. One type of surveying would be verbal. When deciding which strategies to use in a specific home, a sample question might be, "This activity revolves around a television show on medical careers. Do you have an operable television set?" Or the survey may be written. The clients could be asked to complete a checklist which indicates numerous resources available in the home such as newspapers, magazines, and photo albums.

Once you are aware of the resources in the home and community, **ways of using them**, or strategies, have to be identified. One resource can be used in various strategies. Below is a description of some of the possible strategies. One service your career guidance program could provide is announcing presentations being made and films being shown at public facilities such as libraries, churches, and civic auditoriums. Along the same lines, you can post information on career related events that are occurring throughout the area. Various organizations have annual conferences that address career concerns.

As previously mentioned, many **items found in the home** can be used in career guidance activities. More and more frequently, career guidance programs are found on **television**. These programs range from self and career awareness programs for children to shows on job seeking skills and career change for adults. Make your clients aware of this type of programming and suggest ways in which the program content can be discussed by the family. For instance, after viewing a show on a specific career, each family member can discuss what they saw as the pros and cons of that career. Also, prime time commercial broadcasting greatly influences the manner in which today's youth view various occupations. For example, police shows tend to glorify that occupation and give children a somewhat inaccurate perception of what is involved in being a police officer. Family discussions or research can be held around the occupations portrayed in these shows to help make family members more aware of the tasks and life styles involved with these occupations.

The **newspaper** is another form of mass media that can be used to benefit the career development process. One activity is that each family member reads an article in the paper. Each person then reports back to the family on the various career implications of the article. Chosen articles can range from the energy crisis and inflation to sports and fashion news.

Family photo albums can be one means of aiding children to gain a greater self-awareness. By looking at photos and hearing stories related to them, children can learn more about their heritage and themselves. Looking at family photos also gives the family a perspective on events which have occurred in their lives and how these events may influence the future.

The above has been an illustration of the strategies for home-based guidance and in no way is to be considered exhaustive. It would be impossible and impractical to develop a lengthy listing of strategies in the space of this module without being aware of the client needs and existing resources.

Conducting a Career-Related Discussion

Competency 4 — **Plan and conduct a discussion with one family member on a career-related topic such as values, abilities and interests, or options for careers.**

Occasionally, you may work directly with a family member in providing a home-based service. Because of this possibility you should know how to conduct a **discussion** with a family member on a career-related topic such as values, personal abilities and interests, or options for careers. The following are some **guidelines** which you should review if you have not previously conducted such discussions. The atmosphere surrounding the discussion should be **informal and nonthreatening**. If clients request that you work with family members, it is probably because of a trust which they have in you that they want to be transferred to family members. Therefore, be open and friendly with this person.

When you learn that a family member is going to be coming, you will need to do some planning. First, you have to get a feel on what the individual's needs are. This can be done by talking with the client or by having a brief phone conversation with the family member.

Techniques that will be used with the person during the discussion session will be similar to those used in an individual counseling session. Tips on establishing rapport, generating trust, and so forth are contained in the module CG C-1 *Counsel Individuals and Groups*.

Once the topic of the discussion has been identified, develop an **agenda** of the areas to be covered. The following example uses identifying interests as the discussion topic. If the person has completed an interest inventory in the past, major agenda items would include learning the results of such an interest inventory, whether the person thinks interests have changed since taking the inventory, and how the person would like to incorporate those interests with a possible job choice. If the individual has not completed an interest inventory, you might suggest that it be done or discuss with the individual interests. Once the interests have been identified you can cover the same topics as those mentioned in the previous agenda. The agenda should serve as a framework for the discussion, but flexibility is needed to serve the family members' needs. Spend time at the start of the session getting to know each other (establishing rapport) and setting up ground rules.

After the agenda has been determined, gather appropriate **resources**. Do not have an overabundance of resources visible when the person appears in your office. You might scare an individual away. However, do be prepared. Anticipate some of the possible concerns and have items on hand which could be useful.

The next step is to conduct the discussion session. The module CG C-1 *Counsel Individuals and Groups* provides suggestions on how to work with persons on a one-to-one basis. Evaluate the session by considering its positive and negative aspects.

Preparing Guidelines for Family Discussions

Competency 5

Prepare guidelines for family group discussions related to career guidance, such as the career patterns of family members, relatives, and friends; the merits of various educational and training programs; and economic and other factors to consider in choosing a career.

In previous sections of this module, the idea of family members having group discussions has been mentioned. This section will address **guidelines** that can assist members to conduct effective **family discussions** no matter what the discussion topic might be.

Family group discussions are useful strategies. Often a topic of discussion, be it the career pattern of a family member or the solving of an interpersonal problem among family members, is of interest to all members of the family. Through group activities all members have an equal opportunity to share, have their ideas viewed, and learn from the others. It is a time when the younger family members can feel equal to the older ones.

Some family discussions are spontaneous and there is little preplanning and structure to them. Others are structured in relation to such items as time, leader, and topic. The remainder of this section will cover some general guidelines that one may want to consider when conducting a family group discussion. The idea behind the guidelines is not to formalize a natural family occurrence, but to provide some suggestions that can enhance family discussion and communication.

1. **Location.** The group should meet somewhere that is relatively private and absent of distracting noises. Most often this will be someplace within the home, but discussions can occur in public places such as restaurants. All family members should be seated in comfortable chairs that are positioned so each person can be seen by all.

2. **Time.** The timing of a family discussion is an important factor in its success. A discussion which takes place when members would rather be doing something else is not likely to be beneficial to all. For example, if a discussion on the career interests of family members is held at 7:00 on a bright summer evening, individuals might be thinking of other interests (playing ball, fishing, swimming, or some other summertime activity) instead of the topic at hand. If the discussion relates to making a decision, it should be held as soon as possible so that all members can contribute their ideas.

3. **Length of the Discussion Session.** The length of each session will depend in a large part upon the discussion topic. A guideline is not to extend it beyond the attention span of the people meeting. It is better to have two sessions on one topic than to drag a discussion on so long that nobody is gaining anything from it.

Through some process a leader will be selected for each of the sessions. Very likely in many cases it will be an adult member of the family. However, children can serve as leaders when they have topics which should be discussed with other family members.

Facilitative skills for group leaders can be helpful to leaders of family group discussions. The following description was adapted from the Georgia Department of Education document, *Staff Development K-6: Parent Education and Consultation*.

1. **Structuring** sets the purpose and goals of the group and the procedures of the meeting. Structuring establishes limits on discussions and redirects participants when they wander from the group's goals. Structuring requires the leader to be continuously aware of what is happening and to determine whether it is within the purposes

of the group. The leader who structures well senses when it is appropriate to permit latitude in discussions and when it is prudent to draw boundaries.

To prevent unnecessary confusion, the leader should obtain early consensus about the time and place and discuss materials to be used.

2. **Universalizing** is the process whereby a leader helps group members become aware that their questions and concerns are shared by others.

If the members are to work together and to feel concern for each other, they must learn to listen to each other and discover that their concerns are not unique, but often common experiences.

Group cohesion is promoted by a simple strategy: the leader's asking what others think about a presented problem.

After hearing a question or a puzzled comment, you may ask, "Has anyone else wondered about that? Has anyone else had difficulty trying to . . .?" As responses come forth, listeners recognize they are not isolated in their lack of knowledge or in their ineffectiveness in influencing children's behavior.

3. **Linking** is the identification of common elements. It is a skill which requires a leader to listen carefully to the questions and comments expressed in the group.

As thoughts and feelings are expressed, listen for themes which are similar--but which may not have been recognized as such by other group members. Linking clarifies communication by helping members see that they have similar feelings or beliefs. Point out similarities or differences, for example, "Mary gets very discouraged when she tries to deal with Billy's ineptness. She seems to be saying, 'What's the use?' Do you remember Sue's son, Johnny, getting Sue to do things for him? Do you see any similarity between the two problems?"

As the common elements in their problems are pointed out, interaction between the members is promoted. **Linking is an especially important technique in the early stages of a group or when members are not listening to each other.**

4. **Feedback** is the process whereby a person gets reactions from members of the group concerning what has just been said or done. Feedback enables individuals to understand how they are being perceived by others.

To build effective working relationships, group members must provide honest and specific feedback to each other. For the feedback process to work, group members must overcome some social taboos against the expression of thoughts and feelings.

The effective leader recognizes the value of feedback, points out its function in the group, and shows how it works by "feeding back" information to group members and clarifying what has happened. Feedback is most effective when it focuses on "here and now" situations which give members insight into how they act as parents. Saying to a member, "Your tone of voice and the way you appear to talk down to others comes across to me as disrespectful--could it be that your children are picking this up, too?" gives people information about the messages they convey. Feedback does not demand a mutual respect and caring. Any decision to change rests with the receiver.

5. **Developing tentative hypotheses** enables members to translate theory into practice by finding principles applicable to the behavior of their own family.

It is important to encourage members to feel free to guess or use hunches. In time, members can come to recognize that the freedom to risk error and to be imperfect allows them to grow by accepting their own best efforts.

6. **Focusing on the positive** behavior of children and parents gives members encouragement and leads them to encourage each other. Ask, "What do you look forward to when you are with . . .?" Or, "What can this child be respected or valued for?" Although this may be a difficult task, helping members focus on the positive will improve their relationships with their children and their feelings about themselves.

Recognize attempts by group members to function more effectively as parents. This will encourage at least minimal progress. Encouragement is a necessary skill for a parent; therefore, it should be practiced in the group. Members should learn to ask each other "What are some ways in which you can encourage your child?"

7. **Task setting and obtaining commitments** is the process whereby group members are helped to clarify tasks and to specify the time commitments they are willing to make. To progress beyond general discussion, individual members must establish tasks and make definite commitments.

   Task setting involves two steps: helping a parent identify a problem, and then helping him or her develop a specific procedure for solving it. Obtain a commitment by having the parent state an intention to apply the new procedure for a week and to report results at the next meeting of the group.

   The leader uses task setting and commitments to help members focus clearly on what they want to get from the study group. These procedures also align the goals of the individual with those of the group.

8. **Summarizing** helps members to understand ideas, procedures, and attitudes that have been expressed and to integrate what they have learned. The summary is verbal, not written, so all may benefit from the exchange.

   A summary may deal with the content of the meeting, the feelings of members, or with the level of their involvement. Group members can be asked to summarize at appropriate times. Leaders need not wait until the end of the session to help clarify how they and other group members see the group's progress.

   At the end of a session, a summary may lead group members to become aware of important things they missed during the session. This type of learning often occurs when the leader invites members to tell what they learned from the session. The simple question, "What did you learn this time?" not only enables the leader to clarify mistaken impressions, it improves the leader's understanding of the group as a whole.

Specific Effective Leader Responses

1. **Silence.** Silence is often an effective response. It is necessary to allow members time to think. Given such time, each member will be able to identify something learned from the experience of other members. A period of silence that seems like an eternity to the leader with "right" answers is in reality only about 30 seconds. Group members can be counted on to fill the void of silence. And their thoughtfulness will produce more learning than a dozen "right" answers.

2. **The Repeat.** "You tried to use encouragement but had a hard time finding the starting place." A repeat lets members know they are heard, gives them a chance to hear themselves, and gives an opportunity for correction if the leader has perceived incorrectly.

3. **Pairing.** If another member has previously reported a similar situation, "Your experience was similar to _____." or "Both you and _____ had trouble finding something to encourage." Misery does not love company but people do.

4. **Respond to Content.** The "repeat" above is a content response because it paraphrases what happened. This is more comforting than a response to feeling which will be illustrated later.

5. **Expand.** Given an opportunity more people will gladly tell you about their operation and in the process clarify the situation. "Can you tell us more about your Saturday meeting?" "What did you try to do?"

   The member senses a genuine interest and the desire of others to be helpful. The leader may wish to build excitement either with the member or the entire group. The same situation presents the opportunity.

6. **Action Responses.** Once a basic relationship exists between the leader and the group as well as among group

members, the leader may make action responses. The basic relationship means that a supportive atmosphere exists and the response will not be perceived as criticism or a put-down. "What would you like to do about it?" "You've decided you are not going to put yourself in the same situation again."

7. **Feeling Responses.** Like action responses, feeling responses are more personal. To identify the feeling, think first in gross terms of pain and pleasure and then narrow to the more specific feeling. "You were really pretty discouraged at not being able to get something going." "Were you annoyed?" Again, a wrong guess enables you to improve your mark.

8. **Ask for an Explanation.** By comparison, why questions are more exciting than what, when, or where questions, but why questions demand an explanation. "Why couldn't you find one good thing that _____ was doing Saturday?" "Why did you wait until Saturday to try the encouragement?"

   Compare the feeling tone generated by the above questions with the more comforting "When did you start on Saturday?" "Where were you when you tried to use [illegible]agement?" "Who was present?" In general, "why" questions are best avoided by the discussion group leader, but on occasion they may fit in with your goals.

Family group discussions are a very valuable means of communication between family members, but it should be remembered that they are not the only means. One-to-one communication with other members of the family also is extremely important.

NOTES

Learning Experience 1

Analyzing Own Career Development

OVERVIEW

COMPETENCY	Analyze own career development thus far including crucial decision points in the past, criteria used to make decisions, positive and negative career experiences, knowledge and skills gained, and future career options, and describe these to other family members.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Describe your own career development by answering specific questions.
INDIVIDUAL ACTIVITY	Analyze your own career development.
INDIVIDUAL FEEDBACK	Consider your responses to career development questions as they relate to guidelines in the reading.
GROUP LEARNING OBJECTIVE	Verbally present highlights of your career development to at least one other individual.
GROUP ACTIVITY	Present the analysis you made in the individual activity to another workshop participant.

INDIVIDUAL ACTIVITY

Analyze your own career development.

Prior to starting this activity, you review the reading for Competency 1 on page 7.

You are now ready to begin analyzing your own career development. Be honest with yourself when answering each of these questions. Once you have written responses you can see more clearly how your career development has progressed including the positive and negative aspects.

1. As you see your career development, does it fit any of the theories which you have read about? If yes, which one and how? If no, why don't you think so?

2. What are the major decisions which you have had to make in regard to your career?

3. When you made the above decisions what did you consider?

4. Why did you arrive at the decisions you did as opposed to others (e.g., why did you decide to attend a four-year college and not a two-year college)?

5. What were some positive experiences that you have had which relate to your career development?

6. What were some negative experiences that you have had which relate to your career development?

7. What are some expectations you have for your future career development?

The following is an alternate set of questions that you can ask yourself. These questions are geared towards learning how your likes and dislikes helped formulate your career selection.

1. What was your earliest childhood fantasy career?
2. Did you have any other career fantasies?
3. What was your first volunteer job? Examples: babysitting brothers and sisters, teaching Sunday school, etc.
4. What did you like and dislike about this job?
5. What were some of your other volunteer jobs, and what did you like and dislike about them?
6. What was your first paid job?
7. What did you like and dislike about this job?
8. What were your significant subsequent jobs to the present, and what did you like and dislike about each?
9. What do you expect to be doing in ten years? Why?
10. What would you like to be doing in ten years? Why?

These alternative questions were obtained from *Careers: A Guide for Parents and Counselors* by Darryl Laramore, published by Brigham Young University Press, with the permission of the author.

INDIVIDUAL FEEDBACK

Consider your responses to career development questions as they relate to guidelines in the reading.

After you have completed your analysis of your career development, review your comments against the information presented in the reading. Also, you can have someone close to you react to the analysis.

GROUP ACTIVITY

Present the analysis made in the individual activity to another workshop participant.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity 1. Explain to participants that the purpose of the activity is for them to analyze and present information about their career development. 2. Have participants review the reading reference. 3. Have participants complete the Individual Activity. B. Present Career Development Procedures 1. Divide participants into pairs. 2. Ask one member of the pair to present highlights of his/her career development process to the other. 3. After the first pair member has presented, have the second person present to the other individual.	

Facilitator's Outline	Notes
4. Provide the opportunity for pair members to question each other. Ensure that a person does not need to reveal information that might be considered too personal. C. Summarize Activity 1. Pull the total group back together. 2. Ask if anyone wants to share an unusual career development process and have a short discussion on the fact that individuals in the United States change occupations an average of five times in their lifetimes. 3. Indicate that this activity was designed to provide participants with the experience of looking at their career development and verbalizing their findings to another person.	

NOTES

Learning Experience 2

Selecting and Planning Career Guidance Activities

OVERVIEW

COMPETENCY	Select and plan a series of career guidance activities that would be appropriate for families, such as trips to educational programs and work places, and games and contests related to careers.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	Select at least five home-based activities that can be used to meet specific needs of your clients.
INDIVIDUAL ACTIVITY	Examine the career development needs of your clients and select appropriate home-based activities.
INDIVIDUAL FEEDBACK	Compare your selected activities with the provided examples.
GROUP LEARNING OBJECTIVE	Plan at least one home-based career guidance activity.
GROUP ACTIVITY	Develop a home-based career guidance activity with a partner.

INDIVIDUAL ACTIVITY

Examine the career development needs of your clients and select appropriate home-based activities.

Before you start this activity, read Competency 2 on page 8. Also, obtain a list of the career development needs of your clients. If such a list is not available, use the goal statements listed below.

1. Know their interests based on personal experiences in the home, school, and community.
2. Analyze self-definitions of attitudes and values in order to apply them to past and present experiences.
3. Apply decision-making skills to solving problems.
4. Know that some occupations are more complex than others.
5. Comprehend the kind of goods and services needed to help fulfill the family life style.

Identify at least five home-based career guidance activities that can help your clients meet their career development needs. When developing your list, be sure to keep in mind the characteristics of your clients and their home situations.

INDIVIDUAL FEEDBACK

Compare your selected activities with the provided examples.

The following home-based career guidance activities are to serve as examples only since the types of activities vary greatly depending upon need and clientele. The examples are based upon the sample goals listed in the individual activity with senior high school students as the clientele.

1. The child, with the assistance of family members, can identify home activities (e.g., repair a small appliance), community volunteer activities (e.g., working at the hospital), and work experience (e.g., a part-time job at the hardware store) of interest. The child would then take part in as many activities as possible to determine which ones are of greatest personal interest.

2. The child will think through personal attitudes and values on a specific issue that is of concern at the time (e.g., work ethics, relationships with friends, school activities). The child will list on a sheet of paper personal feelings regarding the issue at hand. An older family member will then discuss with the child what is listed on the paper to help clarify the feelings regarding the issue. Through this activity the child should gain insights into personal attitudes and values structure and possibly understand how this will relate to future experiences.

3. There is a problem which needs to be solved quickly and all family members need to be involved in determining the solution. As a family unit, members would brainstorm various alternatives or possible solutions. Each member would then take a number of possible solutions and think through the consequences of those solutions (i.e., what would happen if this solution were chosen). The group would then come together and discuss the consequences. As a unit they would select the solution that is most beneficial to the family.

4. The child could spend a day at the working establishment in which a family member is employed. With prior permission from the appropriate supervisor, a family member can bring the child to work for a day and allow the child to observe the work of individuals in numerous types of jobs. Through this observation the child will learn that different jobs within the same organization vary in difficulty.

5. In order to determine what types of goods and services are required to maintain the family's life style the child will develop a log of products and services used by family members. The child, with possible assistance from others, would list things that the family uses on a somewhat regular basis. The list could include such items as car, television, entertainment centers, dry cleaners, beauty shops, recreational facilities, restaurants, clothes, and so forth. Each family member would receive a copy of the log and for a week indicate when they use a service or purchase a product listed. At the end of the week the child will compile the information, and the child will report to the family a summary of the activities.

GROUP ACTIVITY

Develop a home-based career guidance activity with a partner.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity	
1. Explain to participants that the purpose of the activity is for them to plan in detail one home-based career guidance activity.	
2. Have participants review the reading or present the information in lecture form.	
3. As a reinforcement to the information presented in the text portion of the module, show the transparency entitled "Home-Based Activities."	Transparency master is found on page 31.
B. Develop Activities	
1. Have the participants work in groups of two.	
2. Ask each group to develop a home-based career guidance activity.	
3. Provide each group a copy of the handout titled "Development Steps" on page 29 that should be used when developing the activity.	
4. Suggest that each group determine its own target audience and career development goal.	
5. Allow at least 30 minutes for development of the activity.	
C. Report of Activities	
1. Have each group report on its activity. Allow for questions from other participants.	You may want to record the activity ideas on the chalkboard or newsprint.

Facilitator's Outline	Notes
2. Indicate to participants that they have developed a number of usable activities that can be expanded upon and adapted to be used with other target audiences.	

NOTES

Handout
Group ——

DEVELOPMENT STEPS

Title of Activity

Description of Activity

Career Development Goal

Behavioral Objectives

Time Considerations

Significant Others Activities

Client Activities

Resources

Evaluation

NOTES

HOME-BASED GUIDANCE ACTIVITIES

FIELD TRIPS

- -Local businesses
- -Home
- -Parents' work place
- -Vacation spots

Car Games

- -Guess the Occupation
- -Advertising Slogans
- -What Is My Job

Home Activities

- -Life line
- -Decision court

NOTES

Learning Experience 3

Identifying Strategies for Resource Use

OVERVIEW

COMPETENCY	Identify and describe strategies for using resources available in the home and community for home-based career guidance, such as television, family photo albums, public libraries, films, and speakers.
READING	Read Competency 3 on page 16.
INDIVIDUAL LEARNING OBJECTIVE	Establish procedures for identifying resources.
INDIVIDUAL ACTIVITY	Develop a set of procedures for identifying community and home resources.
INDIVIDUAL FEEDBACK	Compare your identification procedures with those provided.
GROUP LEARNING OBJECTIVE	Identify home-based strategies.
GROUP ACTIVITY	Brainstorm home-based strategies that require the use of resources.

INDIVIDUAL ACTIVITY

Develop a set of procedures for identifying community and home resources.

First, read Competency 3 on page 10 with emphasis on the portion that addresses identification of resources. When reading think about how you might identify resources in your setting.

Develop a procedure that would be usable in your situation for identifying resources. If the procedure includes development of a questionnaire, also do that as a part of this activity.

INDIVIDUAL FEEDBACK

Compare your identification procedures with those provided.

As mentioned in the reading, the identification procedures can be informal or formal.

If you are following an informal process, the procedure would be somewhat unstructured and could look like the following:

I. Determine if a home-based activity is appropriate for your clients and their career development needs.

II. Identify a strategy that can be used with each client.

III. Ask clients if they have the necessary resources available.

IV. If a client does not have necessary resources, identify another strategy that will meet the client's need.

V. Repeat the process of determining whether the client has necessary resources.

If you used the more formal process, it would probably include some kind of a written questionnaire. You could have a checklist type of form which clients would complete when they come to you or another provider of career guidance. This checklist could take the following form.

Resource Identification Checklist

In an attempt to assist you in further meeting your career development, we are developing activities that you can complete at home. However, to be most effective we need to know what resources are available to you. Please indicate if you can obtain the following resources.

1. Magazines _____
2. Television _____
3. Radio _____
4. Newspapers _____
5. Photo albums _____
6. Library books _____
7. Catalogs _____
8. Travel brochures _____
9. Local presentations _____
10. Etc. _____

GROUP ACTIVITY

Brainstorm home-based strategies that require the use of resources.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Set the Scene 1. Indicate to participants that they will be brainstorming strategies that can be used in the home. 2. Have participants read Competency 3 on page 10, or present the appropriate information in lecture format. B. Brainstorm Strategies 1. Place on the board or newsprint the following headings: Strategy Resource 2. Ask participants to brainstorm various home-based guidance strategies that require resources. Write the strategy suggested and the necessary resources under the appropriate headings. 3. After participants have reviewed the generated list, ask them to discuss which strategies would be the most appropriate based upon required resources and the probability of clients having the resources. C. Summary 1. Indicate to participants that they have generated a number of worthwhile and usable ideas and that as they continue thinking more ideas will come to mind. 2. Mention that once the resources are identified there are numerous strategies that can be developed.	

Learning Experience 4

Conducting a Career-Related Discussion

OVERVIEW

COMPETENCY	Plan and conduct a discussion with one family member on a career-related topic such as values, abilities and interests, or options or careers.
READING	Read Competency 4 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	Determine the competencies of an agenda for a career-related discussion.
INDIVIDUAL ACTIVITY	Develop an agenda for a career-related discussion with a family member of one of your clients.
INDIVIDUAL FEEDBACK	Compare your agenda to the sample.
GROUP LEARNING OBJECTIVE	Conduct a career-related discussion.
GROUP ACTIVITY	Role play a career-related discussion.

INDIVIDUAL ACTIVITY

Develop an agenda for a career-related discussion with a family member of one of your clients.

Terri is one of your clients with whom you have been working for one month. She has just requested that you meet with her brother regarding whether or not he should attend college after being in the business world for six years. You agree to work with him and set out to develop an agenda for your first hour-long meeting.

After reviewing the reading for Competency 4 on page 11, develop an appropriate agenda.

INDIVIDUAL FEEDBACK

Compare your agenda to this example.

The following agenda is a detailed example. Yours may vary from this, but it should contain the major points.

A. Get to Know Each Other

1. Introduce self.
2. Mention enjoying getting to know Terri.
3. Indicate hoping to get to know him.

B. Establish Ground Rules

1. Indicate that you will not discuss with others the detailed content of your session(s).
2. Mention that you have this same rule with Terri, so you will not discuss her activities with him.
3. Indicate that the sessions are flexible and he should feel free to discuss.
4. State how often you can meet with him.

C. Discuss His Concern

1. Ask him to explain why he is meeting with you. (It is assumed that he mentions the decision of whether or not to go to college.)
2. Ask him to explain the business that he is in.
3. Ask him to indicate what benefits he sees from going to college.
4. Ask him to discuss the negative aspects of going to college.

D. Summarize/Future Steps

1. Ask him to think about the pros and cons that he has just listed and come to a tentative decision by the next session.
2. Tell him that you will discuss his decision with him.

The above agenda outline should cover the hour time period. If his decision is to go to college, the next session would address such topics as which college, financial assistance, and admissions. You would need to have appropriate resources on hand (e.g., catalogs, financial aid information, etc.).

GROUP ACTIVITY

Role play a career-related discussion.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Establish Activity	
1. Indicate that participants will be role playing a career-related discussion. They will pair up and one will play the role of the career guidance program personnel and the other will play the role of a family member of a client.	
2. Have participants read Competency 4 on page 11, or present the information in lecture format.	
B. Conduct Role Play	
1. Have the participants pair up.	
2. Ask each member of the pairs to assume one of the roles.	
3. Refer participants to the handout "Role Play Characters" on page 41 that gives a brief description of the individual roles.	
4. Allow 30 minutes for the role play situation.	You may want to observe the different groups.
5. Bring the pairs together to form a small group of four persons.	
6. Ask them to share their experiences.	
C. Summarize	
1. Bring the total group together.	
2. Ask one pair that seemed to role play exceptionally well to present a portion of their session to the total group.	

Role Play Characters

Tom

You have been an accountant for the past six years. You received your training from the local two year technical school. At the age of 26, you realize that you probably will not see much advancement without further education. The decision on whether or not to go back to college is a difficult one since you are married and have a seven-month old son.

Your younger sister, Terri, has been going to the career guidance specialist at her church for the last month to receive assistance in her career planning.

This individual has been very helpful to Terri and she suggests that you meet. Because of Terri's encouragement you agree to her setting up a meeting time.

Lee

You are the career guidance specialist employed within a church setting. Terri has been a client of yours for one month. You and she have established a very positive rapport, and she felt comfortable asking you to meet with Tom, her brother. Tom has been in the business world for six years and is trying to decide whether or not to go back to college. You agree to meet with him, and generate the following agenda for the first meeting.

A. Get to Know Each Other

B. Establish Ground Rules

C. Discuss Concern

D. Summarize/Future Steps

NOTES

Learning Experience 5

Preparing Guidelines for a Family Discussion

OVERVIEW

COMPETENCY	Prepare guidelines for family group discussions related to career guidance, such as the career patterns of family members, relatives, and friends; the merits of various educational and training programs; and economic and other factors to consider in choosing a career.
READING	Read Competency 5 on page 12.
INDIVIDUAL LEARNING OBJECTIVE	Develop guidelines for someone else to follow regarding conducting family group discussions.
INDIVIDUAL ACTIVITY	Develop guidelines for conducting family group discussions.
INDIVIDUAL FEEDBACK	Compare your guidelines to the example or have a client review them.
GROUP LEARNING OBJECTIVE	Describe various group facilitative skills.
GROUP ACTIVITY	Discuss group facilitative skills with other participants.

INDIVIDUAL ACTIVITY

Develop guidelines for conducting family group discussions.

After reading Competency 5 on page 12, develop a set of group discussion guidelines that could be used by one of your clients with her family. The client is wanting to have a family discussion on the career patterns of various family members. Your client is 18 years old and is living with her parents. She has two older brothers who are living away from home. She wishes that the brothers be included in the discussion.

INDIVIDUAL FEEDBACK

Compare your guidelines to the example or have a client review them.

The following set of guidelines is an example that you can use to compare yours against.

1. **Location.** The location of the discussion would be in a convenient location for all family members. Very likely this would be the parents' home.

2. **Time.** The discussion would occur at a time when all could be in attendance. More than likely this would be in the evening or during the weekend, but this will depend upon the work schedules of family members.

3. **Length of the Discussion.** The discussion topic would probably take four to five hours to cover, allowing each member an hour to present. However, one block of time of that length may not be possible and more than one session will need to be planned.

4. **Leader.** The client would serve as the leader since she is the person who has a particular interest in the career patterns of her family members.

Another feedback technique would be to have a client or co-worker review your guidelines for practicability.

GROUP ACTIVITY

Discuss group facilitative skills with other participants.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Establish Activity 1. Indicate to participants that they will be discussing various group facilitative skills. 2. Have participants read Competency 5 on page 12, particularly the portion that addresses facilitative skills, or present the information in lecture form.	

Facilitator's Outline	Notes
B. Check Facilitative Skills 1. Have participants complete the handout "Facilitative Skills Checklist" on page 47 using the appropriate section of the reading as a reference. 2. Take a poll of the participants to determine in which skills they think they need the most assistance. A tally can be made on the board or newsprint. C. Discussing Skills 1. After completing the above tally, begin a discussion on the skills which participants think they need to know more about. 2. Ask for input from participants on how they can develop these skills. 3. Have participants volunteer to role play in front of the total group a few of the facilitative skills. D. Summary 1. Mention to participants that the best way of obtaining the skills is through practice. 2. Indicate that the facilitative skills should be useful when conducting any type of group activity.	

Facilitative Skills Checklist

Check the areas in which you think you need a greater knowledge. Refer to the reading for Competency 5 for specifics on each item.

_____ 1. Structuring

_____ 2. Universalizing

_____ 3. Linking

_____ 4. Feedback

_____ 5. Developing tentative hypothesis

_____ 6. Focusing on the positive

_____ 7. Task setting and obtaining commitments

_____ 8. Summarizing

_____ 9. Silence

_____ 10. The Repeat

_____ 11. Pairing

_____ 12. Respond to content

_____ 13. Expand

_____ 14. Action responses

_____ 15. Feeling responses

_____ 16. Ask for explanation

NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Describing your own career development by answering specific questions	0	1	2	3	4	0	1	2	3	4
2. Presenting highlights of your career development to at least one other individual	0	1	2	3	4	0	1	2	3	4
3. Selecting at least five home-based activities that can be used to meet specific needs of your clients	0	1	2	3	4	0	1	2	3	4
4. Examining the career development needs of your clients' activities	0	1	2	3	4	0	1	2	3	4
5. Establishing procedures for identifying resources	0	1	2	3	4	0	1	2	3	4
6. Identifying home-based strategies	0	1	2	3	4	0	1	2	3	4
7. Determining the components of an agenda for a career-related discussion	0	1	2	3	4	0	1	2	3	4
8. Conducting a career-related discussion	0	1	2	3	4	0	1	2	3	4
9. Developing guidelines for someone else to follow regarding conducting family group discussions	0	1	2	3	4	0	1	2	3	4
10. Describing various group facilitative skills	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Promoting Home-Based Guidance	0	1	2	3	4	0	1	2	3	4

Comments:

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Promote Home-Based Guidance*

Module Number: CG C-6

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Present highlights of individuals' career development to others.	1. Participants were able to respond to the questions regarding their personal career development. 2. Participants were able to discuss their career development with at least one other individual.
Group Activity Number 2: Develop a home-based career guidance activity.	1. Each pair of participants completed the handout "Development Steps."
Group Activity Number 3: Brainstorm home-based strategies that require the use of resources.	1. Participants brainstorm at least ten strategies. 2. Participants identified resources for each strategy.
Group Activity Number 4: Role play career related discussions.	1. Participants covered the points of the agenda listed on the role play character handout.
Group Activity Number 5: Discuss group facilitative skills.	1. Participants are able to discuss various facilitative skills.

NOTES

REFERENCES

Davis, Helen M., et al. *Career Guidance Practices: A Resource Guide of Suggested Group Guidance and Counseling Techniques for Use in the Home, School and Community*. Columbus: The National Center for Research in Vocational Education, 1977.

Laramore, Darryl. *Careers: A Guide for Parents and Counselors*. Provo, UT: Brigham Young University Press, 1978.

Pupil Personnel Services. *Staff Development K-6: Parent Education and Consultation*. Atlanta: Georgia Department of Education, 1977.

Vetter, Louise; Lowry, Cheryl Meredith; and Burkhardt, Carolyn. *Sugar and Spice Is Not the Answer*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977.

ADDITIONAL RESOURCES

The following are additional resources on the subject of home-based guidance.

Laramore, Darryl. *Careers: A Guide for Parents and Counselors*. Provo, UT: Brigham Young University, 1978.

The major part of this book consists of parent-directed exercises in which parents and children participate. A composite family often encountered by the author in practice consists of two or more teenagers wondering what to do with their lives, a mother eager to reenter the work force, and a father dissatisfied with his career choice. The exercises (requiring forty-five minutes to two hours) involve answering questions and discussion through which each person assesses their own interests, aptitudes, values, personality, circumstances and plans, and relates these to an expanding awareness of career opportunities. It contains a short chapter on religious belief and the work ethic and their impact on life and job satisfaction. It also briefly describes the prevailing career development theories.

Strauk, Vicki W., and Moore, Earl J. *Staff Development K-6: Comprehensive Parent Education and Consultation*. Atlanta: Pupil Personnel Services, Georgia Department of Education, 1977.

This is a detailed outline designed to foster establishment of a local Systematic Training in Effective Parenting (STEP) program through the achievement of three workshop goals: Goal 1--to understand the general purposes, the physical aspects, and the scope of parent education groups and resources; Goal 2--to understand a specific type of parent education group (STEP) program with parents. Activities within the outline include exercises in communication techniques and strategies that should be of value to parents in nurturing their children's career development.

The STEP kit was created by Don Dinkmeyer and Gary D. McKay and is published by the American Guidance Services, Inc., Circle Pines, Minnesota 55014. The entire kit costs approximately $65.00. Additional parent handbooks are approximately $3.50.

Vetter, Louise; Lowry, Cheryl Meredith; and Burkhardt, Carolyn. *Sugar & Spice Is Not the Answer*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977.

This book is addressed primarily to parents who, more than anyone else, influence a child's career decision. It exposes the myth of sex stereotyping that continues to plague career exploration and development of youth today. It explores: the reality of our need to prepare children for their future in the world of work; the development of sex stereotyping from the concept of "woman's work"; the delineation of "sex role-playing" in education; and suggestions for changing our attitudes toward parenting and traditional behavioral distinctions between the sexes.

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KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

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American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
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Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
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American Society for Training and Development

Dr. Walter Davis
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AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

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Congressman/Ohio
U.S. Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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